871
186 the most controversial points for further elaboration. One is the so-called "spirit of nationalism" which the Ministry of Education at Nanking defined as the spirit based on San-min Chu-i, the Three Principles of the People expounded by Dr. Sun Yat-sen (See chapter on Political Dynamics in this handbook). Thus a mild reform was adopted as the central theme of the Nationalist philosophy for education. The other controversial point is the extent of government supervision over educational institutions. Official explanation stressed the supervisory function of the government in the system of education and denied that this implied any authoritarian control.[2]

874
212 Under the Nationalist government, efforts were exerted to promote adult education and combat illiteracy. Outstanding records were made by such people as James Yen, (an internationally known promoter of mass education) who organized drives to eradicate illiteracy, and Huang Yen-p'ei, now a member of the Communist central government, who did a great deal for the development of vocational education in China. Since most of these features are discussed in anyone of the numerous books on education in China, it is enough to say here that had it not been for a decade of war, general education in China would have

---

2. Ibid., p. 24. For other influential theories on education expounded during World War II in China see Chan-shih Chiao-yü Lun-chi [Discussions on Wartime Education], Shanghai, Sheng-huo chiao-yü she, 1938.

874 been far more developed than it was in 1949 on the
812 eve of the Communist seizure of power.

871 The application of the broad principles of education under the Nationalist government resulted in a system of regular and specialized schooling as pictured in the following chart.

874 The existence of two leading institutions of sciences makes North China the most important region in China for advanced studies. One is the Central Academy of Sciences which, because it is devoted to advanced research and does not conduct regular classroom instruction, is not included in Table II. As successor to the former Academia Sinica and headed by Kuo Mo-jo, Vice-Chairman of the Standing Committee of the National People's Congress, the academy has been greatly expanded. As compared with 1950, in 1955 the number of departments had increased 140 per cent and the personnel had increased 400 per cent.[46] A new six-story building was completed in January 1955 to house the academy.[47] Reporting the achievements of the academy on June 1, 1955, Kuo Mo-jo claimed that the institution was responsible for establishing evidences of American "germ warfare" in 1952 and for launching the literary purge against Hu Shih in 1954. The four divisions with 233 active research committee members cover virtually all branches of social and natural sciences. One of their primary tasks in the current Five-year Plan is to do research on atomic energy.[48]

The other leading institution is the Peking Medical College, otherwise known as the Chinese

---

46. K'o-hsüeh T'ung-pao [Science Bulletin], July 1955, pp. 3-14.

47. Survey of China Mainland Press, No. 962, Jan. 6, 1955, pp. 25-26.

48. Science Bulletin, July 1955, p. 5.

874 Union Medical College. It is reported to be the best equipped institution in the Far East for the study of medical science and has been greatly expanded since 1949. The hospital attached to the college was reported to have trebled its number of beds by the end of 1954.[49] (See chapter on Health and Sanitation in this handbook.)

464 873 Problems were created by the "planned distribution" of college graduates and other students to the places where they would be needed. Throughout their years in schools the students were told that "to think of salary is mercenary and to dodge government assignment is political desertion."[50] From the beginning of 1950 to the end of 1952, the Central People's Government had assigned 74,000 graduates of institutions of higher learning to various parts of China, and another 34,000 were to be assigned during 1953. In August 1955, a report described how 900 students and workers from Tientsin were performing their government-assigned tasks in Sinkiang Province. Apparently the program of assigning students to work where they are needed continues in North China.

---

49. Survey of China Mainland Press, No. 951, December 17, 1954, pp. 29-30.

50. Kao-teng Hsüeh-hsiao Pi-yeh-sheng Ti Kuang-jung Jen-wu [The Glorious Mission of College Graduates], Shanghai, Hua-tung jen-min ch'u-pan-she, 1953, pp. 12-13.

875 Political training for future teachers is stressed in all the teachers' colleges. The curricula designed by the Ministry of Education specify that 33.8 per cent of the total credit hours for a teacher in training must be devoted to the "history of Communist revolution," Marxian and Leninist theories, psychology, the theory of education, the study of teaching methods, and physical education.[54]

In Peking where many of China's leading universities are concentrated, college teachers and professors seem to have a better opportunity for participation in active research. For example, the faculty of Peking University in the winter of 1954 organized some 300 research projects.[55] Such studies were expected to contribute to the qualifications of the teachers.

E. Schools for Peasants, Workers, Cadres and the Illiterate

874 To give political and technical training to peasants, workers, and other "cadres" is one of the basic principles of the Communists' theory of education. A broad program for this purpose was outlined at the All-China Conference on Education for Peasants and Workers by Ch'ien Chün-jui, Vice-Minister of Education, on

---

54. Ibid., September 1954, pp. 9-10.

55. Survey of China Mainland Press, No. 942, December 17, 1954, p. 20.

1:Stanford U. S-4, 5 1956 AF12 North China AF12

874 September 30, 1950.[56] He quoted Mao Tse-tung that, because the peasants and workers constitute over 80 per cent of China's population, they were the main force upon which would depend the transition of Chinese society from "New Democracy" to socialism. Ch'ien stressed the followi ng points: (1) The most immediate task was to combat illiteracy. (2) The cadres among peasants and workers must be the first to be educated so that they would provide proper leadership for the masses. (3) This type of education must be fitted to local conditions which might vary from place to place.

No line of demarcation can be clearly drawn between the educational institutions for peasants and workers and those for Party and other government cadres. Altogether these schools form a part of the regular school system. As Ch'eng Fang-wu, former president of the College of the War of Resistance at Yenan, reported in July 1952,[57] the development of this type of education under the Communists could be traced back to Mao Tse-tung's Peasant Movement Institute in Hunan in the early days of the Chinese Communist movement. Later, when the Communists established a stronghold in southern Kiangsi Province, cadre schools were established to train political and military personnel. These institutions were succeeded by the College of War of

---

56. People's Education, May 1951, pp. 12-16.

57. Ibid., July 1952, p. 6.

1:Stanford U. S-4, 5 1956 AF12 North China AF12

874 Resistance and by the Northern Shensi Institute in Yenan in the 1930's and early 1940's. As the Communist Army occupied North China after World War II, the North China University and the North China People's Revolutionary University were established for cadre-training. After 1949, the Chinese People's University emerged in Peking, with 30 per cent of its courses devoted to political education and 70 per cent to the specific fields in which the students were specializing.

In 1950, a Communist survey asserted that about 765,000 workers and over 25,000,000 peasants were enrolled in night schools, "winter schools," and other classes during their spare-time.[58] In the same year, over 60,000 peasants and workers were reported as having registered in such schools in Peking and its vicinities.[59] By the beginning of 1953, Communist officials claimed that over 2,300,000 peasants and workers in North China had received "education" in this program.[60] Of these students, many were illiterate and were given the beginner's reading lessons. In the Army, similar classes were organized. Many soldiers were said to have learned reading by participating in the "accelerated course" invented by Ch'i Chien-hua, a cultural cadre attached to the army.

---

58. Ibid., January 1953, p. 16.

59. Compendium of Government Reports, p. 236.

60. Tientsin Daily, March 15, 1953, p. 1.

874 In the proletarian (peasants and workers) accelerated secondary schools (See Chart 2), a formal curriculum is pursued. The courses taught there are similar to those in regular secondary schools except that emphasis is placed on technical subjects and anything without direct bearing on farm or factory work is simplified in order to shorten the time of study. In classes irregularly conducted during the spare-time of the peasants and workers, political study consists of lectures and discussions, using as topics whatever happens to coincide with the most recent official Party propaganda line. For political cadres, regardless of their own professions, study of Marxian and other Communist theories is required. The Central Committee of the Communist Party periodically issues directives listing for study the works of Marx, Lenin, and Mao Tse-tung. Chiefs of local Party branches are charged with the responsibility of supervising these studies at weekly meetings.[61]

Classes to teach beginners to read the Chinese written language are held separately; once the students have graduated from these classes they are given the opportunity to advance to higher levels of learning. An attempt is made to raise the academic level of cadres among peasants and workers to that of graduates of

---

61. A sample list of materials to be studied is found in People's Handbook 1955, pp. 535-36.

874 regular schools. In a directive issued by the Communist Party on December 24, 1953[62] it was stated that those who pursued spare-time study at least six hours a week for forty weeks a year, covering the essential courses prescribed for the primary school level by educational authorities, were entitled to enroll in a junior secondary school. Three years of similar spare-time study covering junior secondary school courses would enable students to enroll in senior secondary school. In this way, any person can eventually complete his education by attending night colleges.

Another development in education for peasants and workers is the Communist claim that the percentage of students with a peasant- or worker-family background has risen sharply in the total enrollment figures. By 1955, these figures were 21.94 per cent for institutions of higher learning, 60 per cent for middle schools, and 76 per cent for primary schools.[63] In Tientsin, in April 1955, one-third of the students were from "proletarian" families.[64] However, the Communists also admitted that the schools had not been paying sufficient attention to the children of the proletariat, who felt that they were discriminated against, and that the cost of education often hindered the furtherance of their education.

Official concern was expressed by the Communists over the lack of preparation on the

62. Ibid., p. 538.

63. Communist Education in the Past Five Years, p. 3.

64. Survey of China Mainland Press, No. 1031, April 20, 1955, p. 39.

1:Stanford U. S-4, 5 1956 AF12 North China AF12

874 part of some of the cadres enrolled in higher level cadre schools.[65] To remedy this situation, educational authorities are now trying to strengthen the spare-time classes by giving refresher courses to those students who are deficient.

F. Education for Minority Nationalities

871 563 With the slogan, "All the ethnic groups in China are brothers in a big family," the Communists have been encouraging the establishment of a program to provide educational opportunities for minority nationalities. Regular schools are encouraged to enroll members of minority nationalities, and special schools have been established for minority groups. Communist statistics asserted that in 1951 there were 9,103 special primary schools (with 943,285 students) and 117 secondary schools (with 45,628 students) throughout China. These figures, it was claimed, increased in 1952 to 10,668 (1,474,244 students) for primary schools, and 182 (90,000 students) for secondary schools.[66] At the end of 1953, the Communists claimed that over 4,000,000 members of minority groups were attending school.[67] This would mean that one-eighth of the total number of minority nationals were attending school.

---

65. People's Education, August 1953, pp. 31-32.
66. Ibid., March 1954, pp. 40-42.
67. Ibid., October 1954, p. 35.

3:Chao E-5 (1939-1941) 1948 AF12 North China AF12

If the father wishes to have his son become a merchant or a handicraft master, he sends him to school, old or new, for two to four years to memorize the written characters and learn simple arithmetic, and to work the abacus. At the end of the school years, the father inquires from his relatives and friends who are in business or are owners of workshops whether they are willing to take his son into apprenticeship. Life there is hard. If the boy is intelligent and good-natured, he may become a successful business man or skillful handicraft worker. In P'ing-chiao-tsun, quite a few persons have had this experience. The differentiation of labor among males began long before that among the females. Indeed, one may say that female differentiation of labor has not yet begun in this village.

There is a school with both lower and higher grades in P'ing-chiao-tsun. It occupies a section of the temple building. This in itself is interesting and may be taken as an indication of the changing attitude of the villagers toward temple worship. School education is secular and the temple is supposed to be sacred. It should be added, however, that the secularization of religious worship is an entirely different matter.[21]

There are at present three teachers in the school; one of them is the principal who is an old resident of P'ing-chiao-tsun and is quite permanent. The second one is a hired teacher who came from another district because of his teaching in this school. He has his sleeping place in a temple room and boards with the principal's family. The third one is the principal's brother's daughter.

In the last two years, the number of students, for which we have kept records, has varied from thirty to ninety. Many students are from villages other than P'ing-chiao-tsun. Thus, though its physical structure is in this village the school has its service extended to a wide area.

The maintenance of the school is not a local matter but the P'ing-chiao-tsun folks have a deeper interest in it than folks in other villages. The bureau of education in the city subsidizes it financially, while pupils from other villages as well as this village keep it func-

21 As an additional indication of the secularization of the function of the temple, it may be pointed out that a retail-store occupies the front-building of the temple. At first it was objected to by the villagers, but later on it was accepted. The school principal has the larger share of the capitalization of the business.